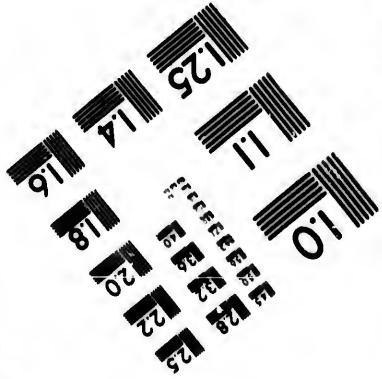
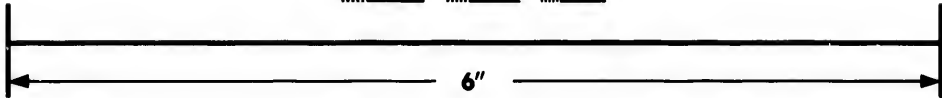
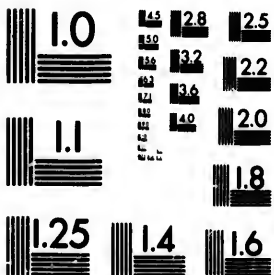


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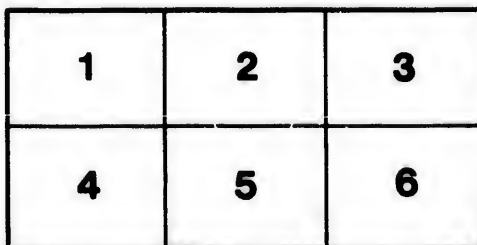
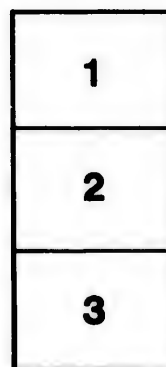
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# REPORT

OF THE

SPEECHES AND PROCEEDINGS

AT THE INAUGURATION OF THE

# NORMAL SCHOOL

IN

CHARLOTTETOWN, P. E. ISLAND,

ON WEDNESDAY, THE 1st OF OCTOBER, 1856,

HIS EXCELLENCY SIR DOMINICK DALY, KNIGHT, LIEUT.

GOVERNOR, &c. &c., IN THE CHAIR,

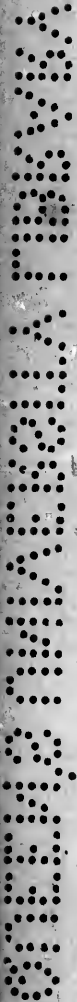
AS REPORTED BY R. B. IRVING, ESQR., UNDER THE DIRECTION OF  
THE COMMITTEE OF MANAGEMENT.

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EDWARD WHELAN, QUEEN'S PRINTER, CHARLOTTETOWN.

1856.

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1856 I



NORMAL SCHOOL

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## INTRODUCTION.

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THE Committee charged with the management of the Soiree held in honor of the inauguration of the Normal School, are happy to embrace the opportunity of expressing the high satisfaction afforded them, by a retrospect of the proceedings of a day so eventful in the history of Prince Edward Island as the first of October is henceforth destined to be held. In reflecting on the successful issue of this celebration, they feel more than repaid for any sacrifice of time or amount of trouble involved in the task allotted to them; and while the Institution itself has acquired at its birth a *prestige* from the presence of dignity and rank and beauty—the social, intellectual and moral progress of the people will receive a fresh impulse from the homage thus gracefully paid to the cause of Education by the high and the influential of the land.

Aware of the favour with which the public has received the newspaper reports of the Addresses delivered on the occasion, and of the desire expressed by many, at a distance, to become acquainted with the principles and objects of the Institution referred to—the Committee have decided on re-issuing a full account of the proceedings at the opening of the Model and Normal Seminary, a step which will also enable them to meet the wishes of several friends of education, by placing a copy of the pamphlet in the hands of every Teacher in the Colony. In fulfilling this design, they respectfully take leave to submit a few reflections which the dawning of this era in our educational history is so well calculated to suggest.

Among the many controversies of the age it is cheering to find some great principles which receive general assent. It is now generally conceded that it is the duty and right of the State to provide for the education of the people; because it being the clear duty of Government to protect the person and property of the subject, the education of all classes is the best means by which this can be effected. But search the world



and how few are the countries in which this principle is found carried out. Prince Edward Island may now fairly boast of being the only British Colony in which education is as "free as the water we drink and the air we breathe," and where every child is within reach of a school. The distinguished Superintendent of Public Instruction for Canada West—Dr. Ryerson—wrote in 1850: "We believe scarcely five years will elapse, ere over every schoolhouse door in Upper Canada, will be inscribed the golden motto—'Education for all, without money and without price,'—a motto such as will not only impart to the Province the most potent element of a people's grandeur and happiness, but attract many a parental and intelligent immigrant to it as the home of himself and posterity. A school supported by a rate upon the property of all, involves the obligation and certain result of employing a teacher competent to teach the children of all, and hence the greater elevation and efficiency of the school will correspond to the wider extension of its benefits. \* \* \* \* \* Under such a system of public instruction, how blessed would Upper Canada be, and how enviable and glorious would she appear in the eyes of civilized nations! What an impulse, what energy, what hope would it impart to many an obscure youth, whose bosom burns with the latent kindlings of genius, or the incipient strugglings of talent, to feel that the path of knowledge, of distinction, of usefulness is not barred by so much as a single impost; is a free highway before him! What love, what pride of country would such an educational system create." The hopes thus ardently cherished six years ago, have not yet been realized in the experience of the "Empire Colony," as that Province has been termed. How greatly, then, should the inhabitants of this Colony prize the boon which has been so happily gained for *them*, and which is still the great *desideratum* of more powerful and populous countries.

The following tabular statement indicates the ratio of the increase of population, as well as that of schools and of children in school attendance, together with the proportion of the latter to the whole population, bearing in mind that our present free school system came into operation in the spring of 1853:—

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POPULATION, SCHOOLS AND SCHOLARS IN P. E. ISLAND IN  
1841, 1848, 1852, 1855.

In	Population.	Number of Schools.	Number of Scholars.	Proportion of children at school to population.	Increase in Schools	Increase in Scholars.	Revenue in 1855.	Expended of Revenue on Education in 1855.
1841	47,034	121	4,356	1 to 10	...	...		
1848	62,678	131	4,512	1 to 14	10	156		
1852	68,000	133	4,760	1 to 14½	2	248	£ s d	£ s d
1855	71,496	270	12,133	1 to 6	137	7,373	42,081 2 2	11,919 3 11

In 1852, the population is computed, in round numbers, at the average ratio of increase.

The education statistics of most countries agree in computing all between the ages of 6 and 14 at about one-sixth of the whole population. In 1835 Lord Brougham thought it would be sufficient if England had 1 in 9 of the population in schools. The Parliamentary Education Committee of 1837, estimated that 1 in 8 of the population would be sufficient to be found in schools; and this was the proportion actually existing in 1843 in Holland and Bavaria—countries of which the education was said to be very complete.

To the question—How shall the schools already in operation be improved and rendered really efficient?—the answer is, the establishment of the Normal Training School—one of the beautiful contrivances and adaptations of recent philanthropy. Here the future teacher, instead of acquiring his experience as formerly, at the expense of two or three sets of scholars who passed through his hands, will now be in a condition, after completing his term of apprenticeship, to occupy at once, the high position of master of his profession. The country will soon be pervaded by well-trained teachers, each in his sphere enlightening parents and school-trustees on the subject of the best school apparatus, the most approved school books, and the best plans of constructing and ventilating school-houses. The time was, here, when everything else failed, that any man was ready made for a schoolmaster; that time has passed, never to return; the elevation of the teacher has commenced, and is certain; the old opprobrium of his ignorance and tyranny will be wiped off; he will henceforth be regarded as the "guide, philosopher and friend" of his district, when, after devoting the strength of his days to the service of his country, he will spend the evening of his life in an honourable retirement, revered by his former pupils, and his claims on the community gratefully acknowledged by a retiring allowance. This will not be thought a mere fanciful picture, when the sentiments recently expressed by the Leader of the Government in the Legislature, are remembered.

But while every child may now drink at the rills of instruction which meander through the land, the swelling tide of

knowledge ought not to stop here. Looking at the velocity with which the great engine of education is now travelling on its magnificent way, and the momentum which the mass of society has acquired, it is not to be expected that it will or can stop short. It is a mistake to suppose that nothing more is needed than to teach the children of our farming population to read, write and cipher. It is only as a means to an end that elementary school learning can ever be thought valuable. It is submitted then that the range of instruction should be greatly extended in the majority of schools, so as to embrace Algebra, Mathematics and Agricultural Chemistry at least. The people will find it to their profit, to increase their land assessment by 50 or even 100 per cent, in order to pay competent teachers of such schools, suitable salaries. Our highest seminary, the Central Academy, has hitherto admirably fulfilled the design of its founders,—as witness the high distinctions and honours gained by not a few of its sons in other lands; it has always served as the *lamp* whence our lesser educational *lights* in town and country drew their sustenance and their supply. It is to be hoped the day is near when it, too, shall tower aloft in its more imposing character of a Collegiate Institution, preparing our own young people for the learned professions; and at the same time attracting hither, from other countries, many students to whom salubrity of climate and cheapness of living would be no small recommendation.

But, as a last suggestion; considering the brief attendance given at the daily schools, the working man should be instructed in manhood as well as in childhood—his education prolonged from the school into life, by means of Literary Institutions or Mechanics' Institutes, by Circulating or School Libraries, by the cultivation of popular philosophy, and the study of chemical science in its application to agriculture, through lectures and through the press. Such acquisitions are recommended to the sons of the soil as a sure means of lessening their toil and increasing their pleasures; qualifying them to think and speak upon public affairs and national interests, and entitling and enabling them to share in the great movement of mind everywhere in action.

JOHN MACNEILL, BENJAMIN DAVIES, SILAS BARNARD, ARCHIBALD MACNEILL, WILLIAM MONK, SAMUEL SWABEY,	}	Committee of Management.
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October 14, 1856.

PROCEEDINGS AT THE NORMAL SCHOOL SOIREE,  
HELD ON THE 1st OCTOBER, 1856.

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ON our arrival at the building in which the business of the Charlottetown Model and Normal School is to be conducted, we were at first agreeably impressed by the imposing dimensions and substantial appearance of the edifice, externally considered, and by the convenience and sufficiency of the play-ground or *gymnasium* attached thereto; as compared with the erection and its adjuncts which formally occupied the site, and which were, in the beginning, presumptuously, or rather *pretensively*, (if we may coin a word) dignified by the appellation of "The College" and "The College Grounds," and, until the decline and fall of the Institution generally known thereby. Let us here observe, however, that we mean not to speak irreverently of the dead. The institution which moral, intellectual, social and legislative progress and improvement have swept away, had its uses. It was, no doubt, as limited in beneficial operation as it was stinted with respect to pecuniary means; but it cannot be disputed that much good, although in a very small way, proceeded from it.

But to return to the present edifice. On our proceeding into the interior—before the assembling of the company—our attention was first arrested by the appropriateness of the rooms for the educational purposes for which they are designed. The Class or School rooms are lofty, capacious, and airy, and have evidently been designed with a due regard for the health of those who may be daily assembled therein. The building, in fact, both externally and internally considered, and in all its parts, is not only highly creditable to the Superintendent of Public Works, Silas Barnard, Esq.; but, in addition to our Colonial Building, Asylum, Hospital, and Mayor's or Police Court—all indicative of the presence of the ever-active spirit of improvement amongst us—will be a lasting credit to the Colony.

We next remarked, with much pleasure, the very excellent arrangements which had been made for the reception and accommodation of the expected company at the tea-tables. These reflect much credit on the Committee of Management. There was nothing about them of extravagant or needless display; but every thing was neat, appropriate, and strictly in conformity with good taste.

At half-past three the company—or rather as many as could be accommodated at once—were summoned to the tea-tables, fourteen in all.

The ladies who gave their services and countenance on this occasion have thereby,—considering the vast, the inestimable

importance of the object to be promoted by the Soiree,—entitled themselves to the grateful consideration and respect of the whole community.

Before the arrival of His Excellency Sir Dominick Daly, the Lieutenant Governor, many, both ladies and gentlemen, had assembled irregularly in the principal room of the institution; and His Excellency, on his entrance, was received by them with silent but marked respect.

Whilst the different sections of the company were engaged in luxuriant *discussion* of the good things of the tea-tables, His Excellency, whilst contemplating the pleasing scene before him, was also apparently engaged in *discussing* some passing but pleasing topics of conversation, with the gentlemen who immediately surrounded him; among whom we noticed the Honble. the Colonial Secretary, the Hon. Colonel Swabey, the Hon. Mr. Lord, and John Lawson, Esq., City Recorder.

The company assembled, we have ascertained, amounted to upwards of three hundred; a large proportion of whom were ladies. It was truly gratifying to all the friends of education present, who had been actively interested in securing success for the Soiree,—but particularly to such of them as had been the promoters of the legislative measures which have led to the great improvement which has lately been made in the condition of our Island District Teachers, and to the creation of the institution about to be inaugurated,—to mark the large and respectable attendance of teachers, some of whom had travelled from 80 to 100 miles, to be present at the inauguration of an institution, the operations of which, it is earnestly to be hoped, will, in the process of a few years, effect a most material change for the better in the daily routine of our public schools.

Tea being over, the company withdrew for some time to the play ground, to allow the making of some necessary re-arrangements previously to the completion of the programme of the Soiree, by the *intellectual entertainment* to be afforded by the speeches to be made in the submitting and seconding of certain resolutions. On the return of the company to the principal room, they found a temporary platform occupied by His Excellency, the Honble. the Colonial Secretary, and two or three other distinguished gentlemen. His Excellency, on being mentioned to the Chair by the Hon. the Colonial Secretary, assumed the same; and the Meeting was duly organized, the Honble. the Colonial Secretary and J. Lawson, Esquire, the City Recorder, being on His Excellency's left, and the Honble. Mr. Lord and John MacNeill, Esquire, on his right hand.

R. B. IRVING, Reporter.

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## ADDRESSES DELIVERED AT THE NORMAL SCHOOL SOIREE.

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THE meeting having been duly constituted by His Excellency's taking the chair, the especial business of the day was entered upon by His Excellency's addressing the meeting in nearly the following terms:

Ladies and Gentlemen—The duty which I am called upon this day to discharge is one which is in every way agreeable to me. No circumstance could have occurred, with respect to the interests of this Colony, to afford me higher gratification than our meeting here this day to inaugurate, with due observances, the Model and Normal School of this City. Prince Edward Island is distinguished—highly distinguished—among the British Provinces of North America, for having taken the lead in establishing—for the benefit of the rising generation, and indeed for the benefit of all who call, or shall yet call the Island their home—a system of Free Education; and now we are met to inaugurate an institution for the training of teachers, by a system, the value of which is now recognized and acknowledged by almost every civilized country in the world. It is quite clear that this institution, the leading object of which is to train young persons for the proper discharge of the duties of teachers, should have preceded the establishment of free schools in the Colony; because then, from the creation of the latter, there would have been a supply of *trained* teachers to conduct them. Good of any kind, although late, is, however, better late than never; and this day, in which we inaugurate the first Normal School in Prince Edward Island, may justly be regarded as the commencement of an auspicious era, whence to date in future the origin of many blessings, and the commencement of a perpetual course of improvement and prosperity to the people of this Colony. It belongs not to me to expound the principles or to enter into the details of the system we are met to inaugurate—for, in fact, I am not able to do so; but this inability on my part is of small moment, as the gentlemen who are at the head of the institution will, I am sure, leave nothing obscure concerning it, which can be made manifest by words. I will, however, before sitting down, take this opportunity, the only one which I have had, to state in public the high estimation in which I hold the character and abilities of Mr. Stow, the father of the Normal School System. By his devising of that system, and by the unwearied assiduity with which

he seeks, and has long sought, for the benefit of mankind, to spread it far and wide, he has justly earned for himself a world-wide fame; and his name will henceforth be honourably placed amongst those of the greatest benefactors of their species. To me, Mr. Stow is personally a stranger; I know him but by his honourable and well-earned fame. I feel, however, that, on this occasion, it is my duty to name him as one having a very high claim, not only to the respectful consideration of this meeting, on account of the services which he has rendered to the cause of education generally, but also to our grateful acknowledgments for the peculiar services which he has rendered to that cause in this Colony. Mr. Stow not only readily and obligingly corresponded with my predecessor concerning the establishment of a Normal School here, but he has also politely corresponded with me on the subject; and, besides, he is especially entitled to the gratitude of the people of this Colony for the discriminating care with which he selected, for recommendation to the Government here, the two gentlemen who are immediately connected with the institution, for the inauguration of which we are now met, and under whose skillful management it will, I hope, be productive of all the benefits to the Colony which it is intended to impart, or which can reasonably be expected to proceed from it.

[On the conclusion of his speech, His Excellency was greeted by the hearty plaudits of the meeting.]

The Honble. COLONEL SWABEY, on being called upon to propose the first resolution, rose and said—I am, indeed, proud of the station which I now occupy. I am, perhaps, selected for the distinction of opening this meeting, by proposing the first resolution, on account of my long connection with the Board of Education, of which I have been an active member for the last seventeen years; but, whatever the considerations may be which have led to my being so called upon, I certainly feel that an honourable distinction has thereby been conferred upon me.—To the Normal System, ever since I acquired some knowledge of its principles and working, I have always been favourable; but I must confess that, not until lately, when, by having an opportunity of judging of its merits, by seeing it in operation here, was I able to form any thing like a just conception of its worth. It is not, I have found, a system by which the memory alone is cultivated. It is not a system of mere question and answer, in which the answers are got by rote; but it is a system calculated to open and expand the mind—to exercise and cultivate all its faculties—to draw forth and give polish, beauty and utility to all its latent treasures—and to excite to a right

use of them. It is a system which will, when duly carried out, enable pupils or students satisfactorily to discover that they have talents (of which they may long have been the unwitting possessors) which may be profitably and honourably exerted; and capacities for knowledge, which may not only be filled, but enlarged. It will, in fact, by awakening and cultivating all the intellectual faculties of the soul, teach and prepare such young persons as shall be trained under it, to think for, to speak for, to draw conclusions, and make deductions for themselves. The encouragement which has been given to education in this Colony, by the establishment of free schools for the benefit of all without distinction, places it far, with respect to the march of improvement, in advance, not only of the neighbouring Provinces, but of almost every other Country, Prussia perhaps excepted.—The resolution which I have been called upon to propose might very well have been submitted simply as it stands, without any observations in support of it. I will now read a part of it—the first part,—for it is two-fold. The honourable gentleman then read as follows :

“ *Resolved*, That the system of Free Education now in successful operation in this Colony, under which one-sixth of the whole population is receiving instruction—”

The resolution consists of two parts, as I have already said. The first speaks of what we have done. It states the gratifying fact that, in consequence of the extensive and liberal provision made by the Legislature for the diffusion of learning and knowledge throughout the Colony, one-sixth of our population is receiving a sound and useful education. Is not this a proud position for this little Colony to have attained to? Examine our Island statistics, and you will see that all our youth who are capable of being benefited by school instruction are now enjoying its advantages; and every family in the country experiences the unspeakable blessing of having education brought to its very doors. But the resolution might have gone farther. Besides stating that one-sixth of our population is now under tuition in our free district schools, it might also have stated the fact, unparalleled in any other country, that *one-third* of our revenue is devoted to the encouragement of education. Tell me, if you can, what State can rival this enlightened liberality. None can at all compare with it except Prussia. In Belgium, in Switzerland, and in the United States, they have, in the true spirit of enlightened liberality, done much for the cause of education: and the schoolmaster is, in fact, abroad every where; but no country has equalled this in its exertions and appropriations, considering the smallness of its financial resources. The object which has called us here together to-day is one which, I think, cannot fail to interest all who have enjoyed the benefits of a good education—for such persons best know the value of it. It surely cannot but be most gratifying to the mind of every well-disposed, right thinking man of education, to think that the time has arrived when all who are



growing up around him will enjoy the same advantages which he himself in his youth enjoyed. Rulers and Governors, as well as Legislators now-a-days are convinced that education is a better guarantee for order and morals, than penal enactments, which it is fast superceding, and for inducing good order and obedience to the laws, as well as, by its humanizing and refining influence, operating to inspire disgust for those low and brutal enjoyments and pursuits which foster evil in the heart, and lead to many public and social enormities. Things are sometimes shewn in the most vivid light by contrast. Thus it is that I am reminded of the mausoleum erected to the memory of the poet Gray. It stands in the neighbourhood of my own home; we often took visitors to see it. By its grandeur, it seems to mock the simplicity of the elegiac muse. The face of it next the church-yard has these words, fertile with meaning on this occasion:—

Perhaps in this neglected spot is laid  
Some heart once pregnant with celestial fire,  
Hands which the rod of Empire might have swayed,  
Or waked to ecstasy the living lyre.

Some village Hampden who, with dauntless breast,  
The little tyrant of his field withstood;  
Some mute inglorious Milton here may rest;  
Some Cromwell, guiltless of his country's blood.

But knowledge to their eyes her ample page,  
Rich with the spoils of time, did ne'er unroll;  
Chill penury repressed their noble rage,  
And froze the genial current of the soul.

Mark how earnestly this poet of sensibility laments the want of education among "the rude forefathers of the hamlet," and deplores its repressing and narrowing effects upon the mind of man. No poet of this Island will, however, in time to come, have reason so to lament over the departed peasantry, or to deplore that circumstances withheld them from the benefits of instruction; for here now all who thirst for learning and knowledge may approach their founts and freely drink. I cannot, for want of time, explain, as fully as I should like to do, the benefits which result to a community from general education; but, indeed, whatever time I might claim for the purpose, I could not exhibit them all, neither could any man. With respect to the system immediately under consideration, I will, however, make one or two observations. No mind will ever attain to a sphere of proper usefulness without training. We have many good teachers in the Island. As a member of the Board of Education, I bear willing testimony to the great merits and needful qualifications of the district schoolmasters in general; but no doubt many of them, however well instructed themselves, would be better qualified to impart knowledge to their pupils were they acquainted with the mode of training practised in Model and

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Normal Schools. Other professions are not above this sort of knowledge. Individuals intended for the medical or legal profession receive in general scholastic education of a high order; but unless they were afterwards to be trained in what may be termed the *mechanism* of their profession, they would be but ill, if at all qualified for its practice. It is just so with respect to the profession of a schoolmaster—none can truly well or fully acquit themselves of its most important duties and weighty obligations, but they who have successfully studied, or been successfully taught the art of teaching. The system of Normal Schools may be called the Mechanism of Education; and so valuable is it, as I have lately been convinced, that I would advise every teacher in the Island, who is ignorant of it, to call and witness it, and for his own sake and that of his pupils, to acquire an insight into its principles and practice; and I feel certain no such teacher who may follow this advice will regret his having done so; but will, on the contrary, be sorry that he was not sooner acquainted with its principles. Until lately, from my never having seen it in operation, I was rather undecided as to the extent of its usefulness; but since I have had an opportunity of seeing it in practice, I have been fully convinced that too high a value cannot be set upon it,—it elicits all that the mind of a pupil contains, and, as I have said before, leads the mind to investigate and comprehend. I think I have trespassed too far upon your attention, but before I conclude, I must claim your further indulgence while I bear testimony to the professional worth of Mr. Monk. As far as he has gone, he has done well, and given much assurance that the results of his continued exertions will be of a most beneficial and gratifying character. We are indeed much indebted to Mr. Stowe for the selection. I now propose for your adoption the resolution, which will, I doubt not, receive the hearty concurrence of all present:

1st. Resolved, That the system of Free Education now in successful operation in this Colony, under which one-sixth of the whole population is receiving instruction, and of which the Normal School is a necessary and vital element, is deserving of the support of all interested in the welfare of the rising generation.

JOHN LAWSON, Esq., City Recorder, in rising to second the resolution, said—Your Excellency, Ladies and Gentlemen: I cannot but feel personally gratified in being selected to take a part in the transactions of this evening. Few things have occurred in this Island that have given me so much satisfaction, as the passing from time to time of Acts of the Assembly for the promotion and encouragement of education. I have had the gratification of witnessing a great improvement in this respect, from the formation of the first Board of Education to the establishment of the Central Academy, with which I was for

many years closely connected, and in the progress of which I have taken a lively interest, and have been rewarded by seeing it, from very humble beginnings, rise to a state of usefulness that has been felt by all classes of the people, and in every part of the Island. The great efforts which have been made, and which continue to be made in this Colony, to promote education among the people, neither have been nor are confined to one party or class of men; but all, it is most gratifying to observe, cordially unite in the furtherance of the good work. Indeed, in almost every civilized country in the world, at least in all such as may justly be esteemed *enlightened*, the imparting of sound education to the youth of the state is become a paramount object with the rulers. In England men of all ranks, states and conditions, unite or vie with one another in their endeavours to promote the diffusion of learning and knowledge among the people; but in the United States of America more, I believe, has been done for the promotion of general learning, and more common schools and educational establishments of a higher order have, according to their population, been established, than in any other country. There can be no reason why education should not be carried to as high a point in this Island as in any other part of the world. Quicker or more intelligent youth, I am certain, can no where be found than they of Prince Edward Island. Our soil is excellent and our produce generally abundant; our climate is most salubrious, and sound health and vigour of body—more conducive to the promotion of similar qualities of mind than is usually thought—are common to all. All these blessings are favourable to the cultivation of intellect amongst us; and nothing appears to me to be wanting in addition to the step which is now being taken,—I mean the inauguration of the Charlottetown Model and Normal School,—but the erection of our Academy into a Collegiate Institution,—an event which I have long most eagerly desired, and which I hope I shall yet live to see. There may possibly be, nay I doubt not are, amongst our youth, some with all the talent and powers of the philosopher or the poet in their minds; if so, they will not now, however, for the want of opportunities to cultivate their talents, be doomed to have them buried in obscurity, in vain aspiring after the light of knowledge like the “mute inglorious Miltons,” whose lot is so beautifully and affectingly deplored by Gray, in the quotation from his well-known and much admired Elegy, made by the Hon. Colonel Swabey. What advantages would not a College afford for the cultivation of the higher orders of youthful intellect and genius amongst us! and shall not the want be supplied? That it will not—now the march of intelligence is here commenced—I for one will not believe. Every thing necessary to secure the acquisition of such learning and knowledge as are requisite to ensure success to every aspirant after fame and usefulness in the paths of literature, art and science, will, I trust, be in due time afforded, and in the same liberal spirit which is manifest in the formation of this institution, and which will, it is to be hoped, be extended

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to every thing connected with the interests of education in this Colony. At this moment, when our great object is the establishment of an institution for the better promotion of education among the people, let us cast our eyes to what has just been done in Boston, U. S.,—the erection of a statue to the memory of Franklin, and its solemn inauguration. With direct reference to our own present undertaking, let us remember that Franklin was one of the people not born to hereditary power, rank or estates, and that, by his acquisition of knowledge and the noble uses to which he applied it, he was raised to be an ambassador at the courts of the greatest princes living in his time; and that, by the great services which, as a politician, he rendered to his country, and by those which, as a philosopher and man of science, he conferred on the whole civilized and scientific world, he entitled himself to be regarded with all the veneration accorded to the sages of antiquity; and so long as the lightnings of heaven shall flash, or its dread artillery roar, the name of Franklin will be remembered and honoured. Perhaps not as much has been done in Prince Edward Island for the general diffusion of learning, as has been done in the United States; and certainly we have not carried, it must be admitted, any of our educational institutions to as high a point of usefulness as many of theirs have been brought; but what has been done here has, I am free to say, been done well; and our Academy and common schools, and the Model and Normal School also, have been based upon solid foundations; and I trust and hope that a fitting superstructure will be raised upon them, and that ere long we shall have amongst us authors, men of literature and science, sent forth from our schools, whose works will redound to their own honour and that of the Island, like those of some of the native writers of Nova Scotia, and will be entitled to rank, if not as high as the very first, yet equal to some of the most popular and useful of those works which, for the benefit of the people, have long issued, and still continue to issue from the British Press. Nay, more—the scenes of improvement which, as it were in vision, present themselves to my mental eye, are almost unbounded; and I hope to live long enough to see the day when from every hill in the Island may be seen a church and a schoolhouse; and when the stranger shall remark on the fertility of the soil and beauty of the country, he shall have it in his power to say that the people are worthy of the land, and that to manly vigour, sound and healthy constitutions, have been added cultivated minds, and that neither learning, talent nor genius are wanting; and predict that with such a soil, climate and advantages, there is no telling to what lengths they may not aspire. Confident of your unanimous adoption of it, I now beg leave to second the resolution which has been so eloquently and happily submitted by the Honble. Colonel Swabey.

[The well merited tribute of applause was freely accorded to the learned gentleman on his concluding his speech.]

2nd Resolution. **RESOLVED**—That this meeting congratulates the country on the establishment of a Normal School in this Colony.

**J. M. STARK**, Esquire, Superintendent of Schools, on being called upon to propose the above Resolution, came forward, and spoke in the following terms :

Your Excellency, Ladies and Gentlemen—It is with great pleasure that I come forward to fulfil the duty assigned to me on this interesting occasion. The event which we have to-day met to celebrate, is one to which I have long looked forward with eager and anxious expectation ; so much so, that I have sometimes experienced that “ hope deferred ” which Solomon has said “ maketh the heart sick.” When on the other side of the Atlantic, the attraction which shone the brightest in inducing me to leave my native country for a time, was the establishment of a Normal training School in Charlottetown, Prince Edward Island. To aid the people in the application and working of their noble Free Education Act, to encourage and assist the Teachers in all their efforts after self-improvement, and their aspirations towards a more intelligent method of imparting instruction to their pupils and conducting their schools ; and, above all, to lend a helping hand in the establishment of, and to organize an institution in which young persons who intend to follow the profession of a teacher, might receive some preparatory training in the art of communicating instruction ; such were the objects I had in view in coming to this Colony, and these I have pursued with all the ability and energy I am master of. It is, therefore, with feelings of no common satisfaction that now, after having been three years amongst you, I meet with you at the opening of the Normal and Model Training School. I most heartily concurred in Your Excellency’s idea of signalizing the event by an educational assembly—a meeting of the teachers of the Island and of all the friends of education who have this day honored us with their presence. The commencement of any new undertaking is always an event to be specially marked. Even in our own individual experience, at the beginning of an epoch in our history, or the commencement of an enterprise, we usually mark it in some special manner. The opening of any educational establishment, in which children are trained to those habits, and instructed in those things which will fit them for the business of after-life, would be a matter of importance ; but when we consider that a Normal School is intended for the training of teachers, who are to educate the youth of the Colony, from whom the rising generation are to receive their knowledge and enlightenment, I think that all present will agree with me in feeling that this day is a memorable one in the history of the Colony. The

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pleasure which I, this day, feel in taking part in the business of the day must be shared by all those friends of Education who have long seen and felt the necessity of such an Institution; and especially by my much esteemed friend, the Secretary of the Board of Education, who, many years ago, recommended the establishment of a Normal School, and to whose long and valuable services in the cause of Education, this Colony stands so deeply indebted. Though the name of a Normal School may be quite familiar to most of you, yet I have met, in the course of my travelling through the Province, with a great deal of misunderstanding and misconception as to what a Normal School really is. Some people are of opinion that it is an Institution where teachers alone are received; while others have the idea that it is intended for children who are to be kept under training, until they are old enough to be licensed as Teachers. These are two of the most common misconceptions on the subject; but, like many other popular errors, they have some mixture of truth in them. The Normal School admits both teachers or those who intend to be teachers, and children. These two departments of the institution are perfectly distinct: it is not expected that the parents who send their children should have any idea of their becoming teachers. But, to entitle any institution to the name of a Normal School, there must be these two departments: that is, the department for students or candidates for license as teachers, where they receive instruction in various branches, and are trained in the art of communicating what they themselves know; and the other, the Model or practising department, in which the children are trained; where those principles laid down for the guidance of the students are exemplified: here also, at stated times, they are required to conduct lessons, under the superintendence of the master; and thus acquire the art of school management. This building which has been, in so handsome, and at the same time, economical a style, adapted to the wants of the institution by the Legislature, under the able and judicious, as well as excellent management of the Superintendent of Public Works, has, accordingly, been divided into the required departments. This, the larger room, will be appropriated to the children in attendance. Here the great business of intellectual and moral training will be carried on, in accordance with the intelligent principles of the training system, so far as the circumstances of the Colony will admit. I have, on former occasions, had opportunities of explaining what the features of this system are; but it may not be deemed unnecessary that I should allude to them briefly, whilst stating the course of instruction to be pursued. I cannot hope, however, to make it very comprehensible to your minds, as one of the chief features of the system is, that its principles can be better felt and understood by seeing their practical working, and judging of their effects, than by any amount of hearing or reading on the subject. When the institution has been some months in operation, I shall then be able to point to it as an exposition of some of the

principles of the training system ; and, I trust that they will then be better understood and appreciated than they could be by any explanations of mine. The Education to be imparted here will embrace what constitutes all true education ; namely, moral, intellectual, and physical training. The moral department will be carried on by the opening and closing of the institution with prayer, according to the regulation of the Board of Education ; by a daily Bible lesson (the first exercise of the day after opening,) in which the truths and facts of Scripture will be brought before the children's minds by illustrations and picturing out in words, in language simple and easy to be understood, from which every thing sectarian or controversial shall be carefully excluded. In addition to this, strict attention will be devoted to the conduct and behaviour of the children, both in the school and playground, towards their teachers and their school-fellows. Principles of truth, honesty, and obedience will be inculcated, as the motives from which every action should proceed. The discipline of the school will be maintained solely by *moral suasion* ; and the rod, as a means of correction, will only be applied when all other efforts fail. The master will rely on his own influence, or the influence of those motives which he will present to the children for the regulation of their conduct, for maintaining order and discipline. The intellectual part of the work of training will comprehend lessons in reading, with particular analysis ; the meaning, as well as the derivation of words ; Grammar ; Geography and History ; Writing and Arithmetic ; Oral Lessons in Science ; Natural History ; and the Philosophy of common things ; with such other branches as may be suitable for the more advanced pupils. There will be no parrot work. No child will be allowed to repeat by rote a lesson which he does not understand. Every thing read or committed to memory will be thoroughly understood ere a new lesson is attempted ; and thus, by picturing out in words, by ellipsis, by questions given individually and to the whole class, the children will be brought thoroughly to understand every subject which the lesson embraces, led to form their own conclusions, and trained to think for themselves, and encouraged to express their own opinions in their own language. It is the peculiar glory of the training system that it trains or educates all the faculties of the mind. It aims not so much at giving ideas to the child, as to training the child's mind to form correct ideas on every subject. While thus the heart and mind of the child are cultivated, we do not forget the requirements of the physical frame. Attention will be paid to the postures and attitudes of the children while in school ; and, at proper intervals, all, both master and scholars, will retire to the play-ground, or uncovered school-room, for the purpose of physical exercise and relaxation, thence to return to the school-room, refreshed and invigorated for their intellectual work. This important part has not been overlooked in the construction of the building, as may be seen in the size and arrangements of the rooms, the lofty ceiling, the provision for

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ventilation, the large play-ground, &c. Such is a rapid outline of the method of instruction to be pursued; but it embraces the various departments of true Education, and also the prominent points of the training system. In saying so much of the one department of this institution, you may suppose that I have forgotten, for the time, the students' department. Not so. In the other room they will receive instruction in the principles or the science of teaching: they will acquire a more extended knowledge, than they formerly possessed, of the branches of education generally taught in the district schools of the Colony; while, in this room, they will put in practice the instructions they receive, and be trained to teach, according to the directions, and under the superintendence of the master. Your Excellency and this assembly are aware, that there have been, since the 22nd of July, 22 students under training for licence as teachers. They have enjoyed greater advantages, in one respect, than will fall to the lot of those who may succeed them, while the work devolves upon one master. During their term of study they have had Mr. Monk's undivided time and attention; whereas, in future, the students will only receive instruction before and after school-hours. But those who are at present under training have labored under a great disadvantage in not having the Model School, in which they would have had the opportunity of not only seeing the methods pursued in the instruction and training of the children, but also of putting these in practice under the immediate superintendence of Mr. Monk. I would, however, warn my friends here, and the people of this Colony, against supposing that three months' training at a Normal Institution can make perfect teachers. They must not suppose that this institution is a patent machine which receives ignorant and inexperienced young persons, and, at the end of three months, turns them out judicious and well-informed teachers. [*Applause*] When it is considered that they are to receive instruction in the branches to be afterwards taught by them—to learn the principles of school management, and the art of communicating, as well as to gain some insight into the nature of a child's mind, which is the material on which they will afterwards work;—when all these things are considered, it must be evident that a term of three months is greatly too short for their accomplishment. A three months' training is certainly a much better state of things than having no training at all; but I fondly hope that ere long the term of attendance will be doubled. In an institution of the same kind, with which I was connected for many years, on the other side of the Atlantic, the term of attendance for the students was, at first, three months; but it was soon found necessary to increase it, and now the usual term is three years. I am happy to say, Your Excellency, and Ladies and Gentlemen, that now I have not to stand forth in defence of the establishment of a Normal School, or to advocate the necessity of such an institution for the special training of the teachers of this Island. The agitation of this question now happily belongs to



the past. The Colony has settled the question for herself; and we are met this day to inaugurate the result. [*Much applause.*] The establishment of such an institution is no reflection on the past exertions of the teachers, or of those interested in the cause of Education. The history of states, as well as individuals, is progressive; and, as time goes on, the constant need of improvement is felt. Normal Schools are a great feature of this age, of which Education has been the great and engrossing question; and this little Colony, in the establishment of its Normal School, has been but following in the wake of all the enlightened states, both of Europe and America. I can, therefore, most heartily and warmly congratulate the community of Prince Edward Island on the establishment of their Normal School; and I entertain no doubt of its success, and of its proving a great boon to the Colony. One word more, and I have done. I have not, as yet, expressly directed, on this subject, one word to the Island teachers, either absent or present; but I now respectfully take leave to remind them, that the educational movement which at present engages our attention, is one in which they have a great and immediate interest; for it is one which, by its working, must tend to the increasing of their professional utility and efficiency, and to their elevation, both individually and as a body, in the estimation of the public; and, consequently, ultimately lead to an enhancement of their emoluments. I, therefore, for their own sakes, as well as for the sake of the youth of the Colony, desire that they should most seriously direct their attention to a due consideration of the principles of the training system, and an investigation of its working. And, on behalf of myself and the master of this institution, I assure them, that whenever any of them shall please to visit the school, (as I hope many of them will do, and that frequently,) they will meet with a kind and respectful welcome; and have every information concerning the system which they may require, freely and cheerfully imparted to them, besides being afforded—what is of much more value than a lecture upon the subject—an opportunity of judging of its worth by its operation. Then they will be at liberty to adopt, in their own practice, whatever they may find good as well as new in the system; being left equally at liberty to decline the adoption of whatever they may think bad in it. I also take leave respectfully to invite parents and others who desire to advance the cause of education, to visit the school from time to time, that they may judge for themselves concerning the value of the principles and the working of the system. Perhaps a day in each week may be named as that on which visitors will be received or expected; at all events, a day will be fixed, when individuals, whether teachers, parents or others, being anxious for the success of the institution, or desirous of becoming acquainted with the system practised in it, may be enabled to judge concerning it, by seeing it in actual operation.

[Various passages of this speech drew forth most decided tokens of approbation from the meeting; and, on its conclusion, the learned gentleman was warmly applauded.]

JOHN MACNEILL, Esq., Secretary of the Board of Education, seconded this motion, and, in doing so, spoke in the following terms:

Your Excellency, Ladies and Gentlemen—In seconding the Resolution just proposed, and in doing which I promise to be brief, I would beg to observe, that it cannot admit of dispute that the present age is distinguished, beyond any former period in the history of the world, for holding the broad principle, so fully discussed by gentlemen who have preceded me, that the light of knowledge should be universally diffused. Influenced by this principle, society now teems with intellectual life, and the light of education is no longer an exclusive privilege, confined to the few, the fortunate and the great; but now shines with as much lustre into the humble dwellings of the poorest, as into the mansions of the most wealthy. Time was, and has not very long passed, when it was thought that the gradations of rank, the subordination of class and the peace of society, could be maintained only by the inferiority in intellectual attainments of the common people; but these false notions and the prejudices they engendered have fast given way before the advance of knowledge, like morning mists before the sun, and it has been found and confessed, as in the case of Franklin, so eloquently instanced by the learned Recorder, and of many other illustrious names which might be advanced, that the highest intellectual achievements are perfectly compatible with the daily cares and toils and occupations of the working man. Before such an audience as this, it would be superfluous in me to occupy time in eulogizing the benefits of education, as a source of pleasure, of profit and of power to all classes and conditions of persons; sufficient to say, sir, in the glowing words of your distinguished countryman, (Counsellor Phillips), who, in one pregnant sentence, spoke a volume, when, in allusion to his own country, he said what we may utter in reference to ours—"It is education which lifts our Island from its bed and brings it nearer to the sun!" I trust we shall attain one degree at least higher to-night than we were before. (Much applause.) The Resolution which I have the honor to support, proposes to offer our congratulations to the country on the establishment of a Normal School, and with good reason. It has been the privilege, and will be the enduring honor of our colonial statesmen, that they have here solved the great educational problem which has for years perplexed and agitated the cabinet, parliament and people of Great Britain, and of which they have not yet arrived at a satisfactory solution,—while in this small Dependency has been laid the foundation, broad and deep, of a system of elementary instruction commensurate with the wants and requirements of the people, and under which, as you have been told to-night, one in sixth of the whole population is now receiving instruction. While education, as to quantity, is thus so freely and widely diffused, the quality of the instruction to be imparted no less demands attention: hence the origin and design of the Normal School, and which, I hold with your Excellency, should have preceded, rather than have followed,

the general system. Being entrusted with a share in the direction of the public instruction of this my native country, I think it right I should be enabled, in a more tangible shape than by mere verbal declaration, my ideas of the principles upon which the institution is founded, and upon which it will be carried on, with a view of thus more emphatically correcting any erroneous impressions which may be entertained by some regarding its nature and its objects. (Mr. MacNeill here read)—“On the threefold basis, as I understand it, of physical, intellectual and moral training, this institution rests. Without any peculiarity of creed or denominational teaching, its system of instruction is to be—like the Legislature which has established and the Government which fosters it—non-sectarian and national, considered in a purely provincial point of view.” Mr. Stark has so happily anticipated me in all that I could advance, even as to the theory of the system in question, and his practical details, from his intimate acquaintance therewith, have been so much fuller and more lucid than any that I could offer, that I shall pass on to observe that the teachers attending here will soon prove the benefit of the opportunities afforded them for practising their art, and on their return home, they will model their own schools as much as possible upon that now so auspiciously established here, and the country will, ere long, appreciate as they deserve, the important services of that laborious and hitherto ill-requited class of men, who keep the machine of education in motion, and guide its intricate and complicated movements—who are, as has been aptly said, the instructors of the to-morrow of society. Education has been well termed the cheap defence of nations, and this reminds me that our teachers must now become our principal defenders. Our troops and our garrisons may be withdrawn, but we have still a standing army of schoolmasters, able and ready to carry the war into the enemy’s camp, and to assail the strongholds of ignorance and prejudice. (Much applause.) In another year, we shall have a staff of two hundred teachers, trained, disciplined and drilled as no local militia has ever been in this Island,—(Renewed applause),—and these two hundred teachers we shall have, in their turn, training hundreds and thousands of young and ardent minds to fear God, honor their Queen, and love their country—and, imbued with the principles of a love of liberty and of order, growing up

With hearts resolved and hands prepared,  
The blessings they enjoy to guard.

The youth of this Colony have now a wider field of honorable ambition opening up before them, than their fathers ever had. If they cannot all obtain free lands, they possess what is as good, if not better—free schools; wherein, if they rightly and diligently improve their time, they will find a richer inheritance than a fortune in money,—for they will acquire that wealth which communication cannot dissipate—that wealth which its possessor may spread and diffuse around, and yet be as rich

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as ever—that wealth which, if they secure it, will secure to them that happiness and prosperity at home, and that respect abroad, which will always be accorded to an intelligent and high-principled people. Our trust is, that all the great moral agencies now at work will accelerate the progress of that good time coming,

When right, not might,  
Shall be the stronger—  
When every man shall read and write—  
Wait a little longer.

We shall then hopefully await the coming of that better time, when it may be in science as it is promised to us it shall be in religion—that no man shall any more teach his brother, but all shall possess knowledge, from the least to the greatest. (Much applause.) With these sentiments, I beg leave cordially to second the Resolution last proposed.

The Resolution then, having been submitted to the meeting by His Excellency, was unanimously adopted.

3d Resolution. RESOLVED, That the thanks of the meeting are due to the Ladies who kindly presided at the tables this evening.

WILLIAM MONK, Esq., Master of the Normal School, having been called upon to propose the above Resolution, said:

Your Excellency, Ladies and Gentlemen,—The Resolution which I am honored in being called upon to propose, is such a one as usually commends itself to the good will of all; and I have no doubt, unable as I am to do it justice, that it will meet with a warm and hearty response from all present who have, this evening, shared in the polite and gracious attentions of those ladies to whom it is meant to be tendered. All must have been satisfied with the kind and condescending manner in which they acquitted themselves at the tea-trays. Not only as the master of the institution, but as a spectator, I have looked with much pleasure upon the spectacle presented by the well-filled tea-tables; and I must say that if any ladies occupy a peculiar situation in my heart, they are the fourteen who have this evening dispensed the cheering beverage of tea. (A laugh.) The tables have been well supplied with delicacies, and the tea has been of the most agreeable flavor; but, judging by my own feelings, the chief attraction of the tables lay in the fair ladies who presided at them. The countenance and services of the ladies were indeed essential for the effecting of this demonstration in the most pleasing and attractive manner, and the warm and respectful thanks of the meeting are their unquestionable due; and I trust, from our marked appreciation of their aid upon this occasion, we may hope for like service and like pleasure at their hands on the occurrence of any similar event in future. My respected friend, Mr. Stark, has so well elucidated the principles, and detailed the working, of the normal system, that it is needless for me to

attempt anything further in explanation, either of the one or of the other. However, as to some here present there may be some mystery about the gallery, as respects the use for which it is intended, I will now endeavor to give them some idea of the service which we draw from it. For the purpose of receiving a general lesson, the scholars are directed to take their places in the gallery; and, when they have done so, the teacher, placing himself directly in front of them, can direct his eye to the whole in one sweeping glance, or fix it, when necessary, upon any individual of the class, whilst every eye thereof is fixed upon him. The advantages attendant upon this mode of arranging a class will, I think, be easily conceived by almost all who hear me. The attention of all the pupils in the gallery is thereby, as if it were by a species of fascination, fixed upon the teacher, and each of them feels and receives whatever he says as addressed to himself individually. All lessons in which the whole school can unite are given in this manner, and when it is otherwise, the lessons are given by taking the pupils in sections. The lessons so given to the scholars are not always given by the master, but the students, for the purpose of training them in the art of teaching, are, in their turns, frequently required to officiate in his stead, when the subjects of the lessons are such as they themselves have been taught to comprehend. There is, besides, a minor use to which we put this gallery. We take care that nothing unseemly shall be hung up or lie about in the class-room; and the caps, bags and even play-things, which boys may occasionally bring to school, are carefully put away beneath the gallery. It is a great thing to have a place for everything and everything in its place; and this is one of the first lessons taught to those who attend this institution. There are many minor matters in our economy with which it would be interesting to be made acquainted, but nothing but seeing them in operation will enable strangers to the system to form anything like an adequate conception of their utility. I cordially second the invitation which Mr. Stark has given to parents and others—to visit the institution from time to time, that, by personal observation, they may be enabled to judge concerning the mode of teaching and training practised in it. And I particularly invite the ladies to be frequent visitors; for I am well aware of the great influence they possess and exercise—often in the most salutary way—over the gentlemen, not only with respect to private and domestic, but also with respect to public matters; and the services which mothers, who become acquainted with our system, and who may have children in our school, may render those children, by aiding them in their studies at home, could not fail to be productive of much good; for a mother's earnest and affectionate teaching is seldom in vain. (Applause.) The learned gentleman then concluded by moving the above Resolution.

JOHN KENNY, Esquire, on being called on to second the Resolution said,—I feel much pleasure in being called on to second the Resolution. I should feel considerable embarrassment in rising on this occasion, had not the eloquent and gallant speech of the gentleman who proposed the Resolution, rendered it unnecessary that I should occupy much of your time. I am glad to see the ladies come forward on the present occasion to further, by their countenance and support, the cause of Education. Beyond their own domestic duties, their efforts have hitherto been confined to alleviating the sufferings of the poor. In this humane, but arduous duty, they have given proof, not only of their usual power of discrimination, but of administrative talent of a high order—seeking out fit objects for relief and the most suitable manner of bestowing it. Every friend to the cause we now advocate, must rejoice in the co-operation of the ladies. Availing themselves of the invitation now given them, let them visit our public schools, note the manner in which they are conducted, the pains taken by the teachers, and the many difficulties they have to contend with. While their visits cannot fail to encourage to redoubled exertion both pupils and teachers, they will have an opportunity of observing of what high importance to the success of our schools are strict discipline and preparation of lessons at home. In intimate relation, as I have been for many years, with the teachers throughout the Island, I have never before had the pleasure of seeing so many of them around me. The invitation to assist at this Soiree is, I believe, the first mark of public attention ever paid them, and as such I am sure they value it; for some have travelled upwards of 100 miles to be present on this occasion. To some, this may seem but a small matter; but to a profession so long treated with ridicule or neglect, it is not so. On their behalf, then, I thank the managers and the governors generally, for this their polite attention. In doing this, I am sure that I do not take too much on myself, as I know of few who have more identified themselves with the teachers' interests, or been more forward to befriend them on all occasions, than the individual who now addresses you. From my position in the Academy, as well as from my being a member of the Board of Education for several years past, I am brought into frequent communication with the District Teachers; and I willingly bear this public testimony to the zeal and ability of the greater number of them, and to the inextinguishable thirst for knowledge, and the capacity for acquiring it, displayed by many. The present may be thought not an unfit opportunity for a few remarks on our school system in general. To institute a comparison between it and that of any of the neighboring Colonies is needless. Indeed the first thing that forces itself on the attention of gentlemen from the other provinces, visiting

this, is the superiority of our system of Education over that which exists in their respective provinces. But it may not be so generally known, that, in this respect, we can compare favorably with some of the New England States. In visiting the Atlantic cities, we cannot help admiring the number and excellence of their schools and colleges. The schools, even to the very lowest, fitted up in a style of great elegance, and supplied with all the appliances necessary to the health and advancement of the children: the teachers being not only zealous and efficient, but having had an education much above that required for their present situation. Let no one, however, imagine that their country schools are in anything like a corresponding state of efficiency. To depreciate the institutions of a neighbor, is to me always an ungracious task; and I shall, therefore, confine myself to the mention of one defect, but such a one as will enable you to form a judgment on the matter now under consideration. Within a space of nearly 300 miles, which I travelled in the State of Maine, the schools (except in the towns, in each of which is always a neat academy), were all alike in this: during the winter months they are taught by young men who are competent enough, but who, on the approach of summer, betake themselves to some more lucrative employment. After being closed for some time, they are re-opened under the management of some aged female, farmer's daughter, or some young woman from a neighboring town, who cannot find any better employment for four or five of the summer months; and thus the system goes on from year to year. With us no one can teach without having first undergone an examination, and obtained a licence; every engagement must be for 12 months at least, while many of our teachers remain in the same place for three or four years; and some a much longer period. Of course, our system has not arrived at a state of perfection; it is susceptible of improvement, as all human institutions are. But that we are alive to this fact, is shewn by our being assembled here this evening. I repeat it—the basis of our system of Education is sound, without any radical defect, and equal to anything of the kind with which I am acquainted in other countries. This excellence is owing to the liberal footing on which our school system is placed, by the Legislature, in the first instance; and, in the next place, to the impartial and able manner in which it is administered. Hence it is, that it challenges the support and sympathy of all classes without distinction; and so long as our Act for the encouragement of education shall be conceived in the same spirit, and administered with the same impartiality, we shall have little to apprehend for the future of our Island. The learned gentleman concluded with a well-turned and well-merited compliment to the ladies, remarking on the matchless display of beauty presented by the gallery.

[This speech was—as it well merited to be—listened to with profound attention throughout; and the learned gentleman, on its conclusion, was warmly applauded.]

**HIS EXCELLENCY**, in submitting the Resolution, observed that it was scarcely necessary for him to ask, in the usual way, whether it was the pleasure of the Meeting to agree to it : and, as he anticipated, it was carried unanimously, with the strongest manifestation of approbation.

4th. That the thanks of this Meeting are due to the Committee of Management for their excellent arrangements for this Soiree.

The Hon. **COLONIAL SECRETARY**, in complying with the call of His Excellency to propose the above resolution, spoke in the following terms :—

Your Excellency, Ladies and Gentlemen—I account this day the proudest of my life ; for, in the inauguration of the Charlottetown Normal and Model School, I behold the completion, as a means for the universal diffusion of knowledge among the youth of this Colony, of the system of Free Education which I have had the great honour of being privileged to introduce into this my native land. I cannot but remember that I had a great deal of trouble in bringing forward and carrying the measure in the Legislature ; but I feel myself amply repaid for my labours by the crowning proceedings of this day. The obstacles which I had to encounter, and the impediments which were thrown in my way, were mainly from without ; but the good sense of the people finally triumphed over the misrepresentations of prejudice and jealousy ; and, in the end, the measure was happily called for by the great body of the people. To the measure, in the Legislature, there was never evinced by any a directly hostile spirit, or any thing like positive opposition, although it was seriously questioned, by some of its members, whether the revenue and resources of the Colony could bear the additional burthen which, it was presumed, the establishment of the system would impose and entail upon them. Some individuals, I regret to have to say, carried on, either from ignorance or something less pardonable, a regular agitation throughout the country against my educational scheme ; and were, for a time, to some extent successful in creating a spirit of hostility to it, among the least informed of our community. Confident, however, in the goodness and wisdom of the measure, I persevered, nothing daunted by such opposition ; and in the end success crowned my endeavours. Throughout the country, my most valuable auxiliaries in duly informing the public mind, concerning the benefits to all which would accrue from the measure, should it be adopted by the Legislature and carried into operation, were the district teachers ; and I now beg leave to tender to them my respectful and grateful acknowledgments for the great and very valuable



assistance they thereby rendered me towards the establishment of my educational views. Some years ago, but only a short time before I introduced the measure to the consideration of our Legislature, I was travelling in the United States; my aim in doing so being to make myself acquainted, by personal observation, with some of the many innovations or improvements for which the intelligent and enterprising people of the American Union have for several years been so justly celebrated. In the progress of my tour, it was my fortune, when in the State of Ohio, to fall in with a very intelligent, conversable and communicative gentleman, with whom I formed a degree of intimacy. On one occasion, when we had been freely conversing on different subjects connected with social improvement, he asked me if I would like to visit their school. In reply, I told him I would be very glad to do so. Accordingly my temporary friend and I repaired to the school; and, after having been gratified by an inspection of it, I naturally enquired how it was supported. To my surprise, my friend said—"there is an old gentleman who is the proprietor of 8,000 or 10,000 acres of land in the district, and we contrive to make him pay for the education of our children." On my further enquiring how they contrived to exact so great a boon from the proprietor, I was told it was by imposing a tax upon his land for the support of education. I then enquired whether parents paid any thing at all in the shape of tuition fees; and was informed that the only expense falling upon parents, besides the trifling tax upon their own land, was what they paid for books, school stationery and the finding of fuel; and the great wish of most of them was that they had more children to receive the benefit of such gratuitous education. The information which I received upon this occasion at once opened my eyes to what might be done in a similar way in this Colony; and from that moment, the idea of preparing and laying before our Legislature a measure for the establishment of a system of Free Education throughout the Colony, took fixed root in my mind. In the Legislative Session after my return from the States, the Act of Education then in operation would expire; and in order that I might have time to perfect my scheme, I succeeded in inducing the Legislature to continue that Act for another year. My intention having become public, there was immediately spread abroad, through jealousy and ignorance, a report that, for the purpose of sustaining my system, a ruinous tax would be imposed upon the farmers; and, groundless and absurd as it was, it found credence among some of the least intelligent among the people. With a view to counteract the effects of this baseless rumour, I was instrumental in causing the district teachers themselves to take action upon the subject; and, in pursuance of an advertisement calling them together, in order that they might calmly deliberate upon the scheme, and express their opinions concerning it, a large number of them, in which were to be found some of the most experienced and ablest members of the profession—held a meeting in Mr. LePage's school-room,

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which meeting I attended, in compliance with an invitation, sent to me directly from it, that I would do so, for the purpose of stating to it clearly, and as fully as possible, the nature and probable bearing of my intended measure. The invitation I cheerfully accepted ; and, having met the assembled Teachers, I gave them, as they had requested and expected I would, a full exposition of my system, stating to them the probable amount of the salaries which would be received by them, under its operation, and shewing that so light would be the burthen individually imposed upon parents, that it would be fully entitled to the name of “ The *Free Education System.*” My exposition was well received by the meeting ; and I have reason to believe that, not only was every one present convinced by it of the wisdom of the scheme, and of its perfect practicability without adding to the individual burthens of the people ; but also fully impressed with the conviction that, were the scheme carried into effect, it would not only materially improve the condition of District Teachers and elevate their position as a professional body, but would also reduce, to what might be esteemed nothing but a mere nominal exaction, the former expense of public instruction ; as the tax to be levied upon land-holders for the support of the Free System would amount to no more than about one-halfpenny an acre. Thus enlightened upon the question, the Teachers who attended that meeting returned to their several Districts, and were, I believe, by their faithful representations concerning the scheme, among the people, the means of leading many who were previously either adverse to, or doubtful concerning the propriety and practicability of the contemplated measure, to comprehend its real merits, and to appreciate, in some degree, the great advantages to the whole community which would result from its being brought into operation. The better understanding concerning the System and the means in contemplation for its support, which was thus in a manner infused into the public mind, caused many Petitions to be sent up to the Legislature, praying for the enactment of the measure, on the basis on which I had proposed it. It is true, however, that some Petitions, presented to the Legislature concerning it, were adverse to the scheme ; and others, although not directly against it, were not, in the working of it which they recommended, quite in harmony with the spirit of the measure as originally conceived. Sufficient for the present to say further concerning the rise, progress, and establishment of the measure, that it was, with the general concurrence of the people, eventually carried triumphantly through the Legislature. I say triumphantly, not with reference to any party triumph obtained by its passage ; for, greatly to the credit of the Legislature, all parties therein gave their free and full sanction to the principles involved in it, and lent their aid to make it as perfect a measure as possible. Its passage, however, was certainly a triumph ; but it was a triumph in which all had reason to rejoice ; for it was the triumph of

intelligence, liberality, and progress, over ignorance, error and prejudice. I have great pleasure in seeing so many of our District Teachers present at the inauguration of this Institution; and the proceedings of this day will, I trust, long be remembered by them with feelings of delight; for in them they behold at once the triumph of liberality and intelligence amongst us, and witness the grateful homage which is paid to learning, and the respect which is most willingly accorded to those whose most important and responsible province it is to impart it to the youth of the Colony. The adoption of the Resolution which I hold in my hand, I have much pleasure in moving. That the thanks of this meeting are decidedly due to the Committee of Management; must be evident to all here present. In the arrangements and preparations made by them; for the reception, accommodation; and entertainment of the meeting, all has been done which propriety, judgment and good taste required; and this, I doubt not, will be fully acknowledged by the manner in which this Resolution shall be received. When I knew that the Normal School was to be opened at this time, I was anxious that it should be done in as public a manner as possible, and with all the ceremony and observances due to so great an event; and that it should be, not merely an act of the Master of the Institution; and the knowledge of it be confined to some hundred individuals or so in the country; but that it should be so conducted as to excite the general interest and sympathies of the community on behalf of the future prosperity of the Institution. I, therefore, thought that, to such end, it would be best to issue cards of invitation to all the District Schoolmasters and Mistresses throughout the Colony, the doing of which would also prove an intimation of the approaching event, to many whose presence on the occasion would be desirable; on account of their influential position in the country, and their appreciation of education; and now, in this inaugural demonstration, we have a most gratifying result of such a course, in the large attendance of most respectable and intelligent individuals from different sections of the country, who, on their return to their several localities, will, no doubt, speak with enthusiastic approbation of the proceedings and triumph of this day. I am certainly very grateful—as I am sure others who have directly exerted themselves in promoting the great event of this day, also are—for the attendance of so many friends of the Institution from the country. Some remarks have been made respecting the smallness of the Salaries allowed to our Teachers under the Educational Act; but no discontent on that account ought to be manifested by them, or sought to be excited amongst them, at present; for, when they themselves sought to aid in the adoption of the measure by the Legislature, they had been made acquainted with what would, in all probability, be the maximum and minimum of their salaries, and were generally satisfied on that head. With reference to this subject, I will now observe

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only, that all our colonial interests have, of late, received a progressive increase, and all our prospects with regard to the future are cheering and bright: let our District Teachers, therefore, continue to devote themselves faithfully and zealously to the discharge of the important duties of their honorable profession; and, doing so, feel satisfied that the community will eventually make them sharers in the fruits of the Island's increasing prosperity. In the year 1804, the first step towards making some provision for the encouragement of education in this colony, was made by the Secretary of State's giving authority, by a certain despatch to the Governor of the Colony at that time, to appropriate the Rent of the Warren Farm, (government property) towards the support of a school in Charlottetown. But it was not until the year 1819, that a direct appropriation of the rents arising from that farm were made by the erection of the building which yet stands in the front of that in which we are now assembled. Such was the feeble effort at first made for the encouragement of education in the Colony; and in further tracing the educational movement, so commenced, it would be seen how slowly it progressed as evidenced by the small annual amounts of the Legislative grants made for a succession of years in aid of it: In 1808 the legislative grant, for the encouragement of education throughout the Island, was only £327 6s 8d; in 1829 it was £501 19s 6d; in 1832, £562 10s; in 1839, £605; in 1841, £1271 10s, including the grant to the Academy, in 1845, £1725 2s 9d, including the grant to the Academy; in 1850, £1824, 14s 8d, including the grant to the Academy: in 1854, £9038 2s 7½d; in 1855, £11909 3s 11d; and in the Legislative session of the present year, 1856, the grant was £12000! a most gratifying proof that the wise, enlightened and liberal spirit which operated in the Legislature to the passing of the Free Education Act, in 1852, instead of being diminished in vigor, is growing in strength with the growing financial resources of the colony: Yes, it must surely be truly gratifying to every true friend of the colony to contemplate the high position to which, from so insignificant a beginning as a paltry endowment of £25 a year, our scholastic establishments have now attained; and that too without the imposition, for their support, of any tax upon the people beyond one half-penny per acre upon their lands, whilst they are, at the same time, relieved from the payment of all tuition fees; and I may also observe, that at the time the tax was imposed, they were very sensibly relieved, on the score of indirect taxes, by a reduction of one penny a pound on the duty on tea, and of 3s. per cwt. on that upon sugar; so that, it is clear that whilst the great boon of Free Education for the rising generation has been extended to the people, taxation has at the same time been actually diminished: and may I not now add, that even independently of all grateful consideration of the almost inestimable boon of Free Education, the people have of late had most abundant reason to be thankful for the

free bounty of Providence and the prosperity of trade which have accompanied or followed the course of the propitious events in the Colony. Strangers from the United States who have lately visited this Colony, and with whom I have conversed, have expressed to me their astonishment at the ease with which we have carried out, almost to perfection, our new System of Education; and they have besides stated to me how much they have been surprised by the politeness and respect, manifested toward them by the children of schools which they have happened to pass at times of dismissal—the boys having always saluted them by uncovering their heads, and the girls by courtesying. This is highly creditable to our District Teachers, as it proves that they duly impress upon their pupils the propriety, as we esteem it, of paying due deference to superiors; but which would perhaps be regarded by the independent youth of the Great Republic, as a token of slavishness of spirit. (The honorable gentleman then adverted to his boyhood—at which season of his life there was not in the country, not even in Charlottetown, one school in rank or efficiency much above a *Dame's School*—and stated that not only he, but several of those who now occupy the most respectable positions in our community, received their early training and the rudiments of education, under a good old lady, long familiarly known by the name of *Mam Bulpit*.) About that time, said the honorable gentleman, there was in Charlottetown a teacher of the name of Robinson; but he was not generally countenanced. A son of Mrs. Bulpit, quite a young man, next opened school; and then came Mr. Nellis, who has taught in the Island for no less a period, I believe, than thirty years, and who, for some years, was the master of the school long taught upon the ground of this Institution. These, comparatively speaking, were days of darkness; and feeble was the light which the sun of knowledge then shed upon the youthful minds of this Colony. But now that sun, although it was slow in its ascent, has nearly attained to its meridian height; and bright and cheering are the beams which he sheds upon the Island. In our Academy which has long—of late years especially—been most successfully conducted, a useful, superior, and comprehensive education is imparted to the youth who attend it; and from it have been sent forth a band of well-trained and well qualified teachers, who, dispersed throughout the country, are successfully imparting to the youth who attend their several District Free Schools the learning and knowledge acquired by themselves in the Parent Seminary of the Island—the Central Academy. The evidences of the extent to which education is being imparted throughout the Colony, is cheering and delightful indeed. The year before the passing of the Free Education Act, there were not more than 90 District Schools in operation throughout the whole Island, and the number of pupils attending them did not amount to more than 4000; but now the number of Free Schools in the Island amounts to 260; and the number of

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young people being educated in them is at least 12000! The benefits which teachers may derive from this Institution are well worth their attention. By making themselves acquainted with the mode of teaching practised and taught in it, they may be enabled to impart to their pupils much more real knowledge in six months than, by the old mode of teaching, they could convey to them in twelve. This, I beg leave to observe, is not by any means said for the purpose of disparaging the established teachers of the Island; for, were I not myself well aware of their professional worth, the encomiums which have just now been passed upon them by Mr. Kenny, would be sufficient to convince me of the high estimation in which, generally speaking, their services entitle them to be held. But, as has been convincingly observed by the Hon. Colonel Swabey, it is surely quite as necessary that young persons intended for the profession of teachers should be trained in the art of teaching or communicating knowledge, as that they who would become practitioners in surgery or the law, should, besides having received a good education in schools or colleges, have the advantages of regular professional training. A man may be a very good scholar, and yet be almost destitute of such qualifications as would be requisite to make him a good teacher: in order to become so he ought to study or be instructed in the art of teaching. To the comparison between our Island teachers and those of the United States, I have listened with very great pleasure. No man in our community is, I believe, better qualified than Mr. Kenny to institute such a comparison, and to make right deductions from it; and proud I am indeed to find that he has found reason to award the palm of superior efficiency, not only to our teachers, but to our system of Free Education; and that too even on the score of remuneration to teachers. [The honorable gentleman, who had been frequently applauded during the delivery of his speech, having again expressed the pleasure which he felt in moving the resolution of thanks to the Committee of Management, sat down amidst a burst of hearty applause.]

The Hon. Mr. LORD having been called upon to second the Resolution moved by the Hon. Mr. Coles, the Colonial Secretary, rose and said:

May it please your Excellency, Ladies and gentlemen,—I rise with much pleasure to second the Resolution just moved by the Hon. the Colonial Secretary but, as there have been so many excellent addresses delivered on the subject of education, and in particular in favour of the Normal School; and as I am certain that it is out of my power to introduce any thing new upon the same topics to this respectable meeting, I will confine myself to merely seconding the Resolution.

The Resolution having been submitted by His Excellency, was then unanimously adopted.

ARCHIBALD MACNEILL, Esq., having been called upon to respond to the foregoing Resolution, on behalf of the Managing Committee, rose and said :

May it please your Excellency, Ladies and Gentlemen—Having, as one of the Committee of Management, been requested to respond to the Resolution just passed, I have only to say that, when called upon to act on that Committee, I readily engaged in the work, feeling it to be my duty to do all in my power by aiding to get up the demonstration in favour of the advancement of education. And I feel assured that I shall but give expression to the unanimous feeling of all on that Committee, when I say that they, with me, feel amply repaid for all the pains and trouble we have taken in making preparations and arrangements to render this entertainment as agreeable as possible. I say we do feel remunerated for our exertions, by the very agreeable manner in which our efforts have been patronised by all parties present, especially by the ladies who presided at the tables. Such manifestation of public feeling on behalf of so good a cause, cannot fail to impress the District Teachers throughout this Colony (many of whom, I am glad to see, are here present) with a deep sense of the high esteem and respect in which they are held by those who have countenanced this Soiree by their presence and support. Up to this moment, so high a compliment has never before been paid to Teachers in this Colony; and I feel confident that they will fully appreciate this mark of esteem towards them, and that it will have the effect of causing a fresh impetus in the discharge of their calling as Teachers—a calling second to none for its importance, and which, therefore, should be highly honoured by all classes in the community. As one who taught school for many years in this my native country, it is but reasonable to suppose that I possess a fellow-feeling for those engaged in that arduous yet honorable work. And when I consider the high encomiums passed upon Teachers at this meeting, and witness their pleasing prospects of future prosperity and support, I feel almost inclined again to resume “the birchen sway,” and exchange the busy scene of city life for a rural school; so pleasing is it to see that Teachers are no longer the despised class of men they were, until lately, in this Colony. I hail with pleasure the inauguration of this institution, having for its aim the establishment and promotion of the best method of teaching—which method must become universal when emanating from a well-trained class of teachers. This is an age of progression; and as we witness with pleasure improvement in the various branches of art and science, we also find increased value placed upon the cultivation of those branches; and may we not also strongly hope that progression and improvement among Teachers will be followed by a corresponding increase of their salaries, in order that, by such increase, there may be exhibited

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a due appreciation of their labors by the community at large. Reference has been made to the increase of the educational grants of this Colony within the last few years—an increase which reflects, and ever will continue to reflect, honor upon the names of those who established the free system of education which it is now our privilege to enjoy, and which enables the poor as well as the rich to have imparted to their youth a liberal education—the greatest blessing which any parent can bestow upon his child. Much has, this evening, been said by the speakers who have preceded me; but too much has not, and cannot be said on the theme. Whilst, as a teacher, I feel it my duty to cherish sentiments of respect towards those who had the training of the present staff of teachers in this Island, I am also satisfied that when the many disadvantages under which they labored are duly considered, it must be admitted that they are deserving of our best regard, and ought ever to be held in grateful remembrance. But we have reason to believe that those teachers who are now about to enjoy that specific preliminary preparation for their offices, which it is contemplated will be imparted in the Normal School, will thereby be made better and more successful teachers than many of their predecessors, who had not, either before or after their entering upon their profession, been especially instructed in the art of teaching. I feel it would be improper for me to intrude any longer upon the attention of this highly intelligent meeting by any remarks that I can make; and I therefore conclude by again thanking, on behalf of the Managing Committee, this meeting for the Resolution which they have just unanimously passed. [The delivery of this speech elicited much applause.]

The Hon. Mr. WHELAN, preparatory to moving a resolution which he held in his hand, then moved "That His Excellency do now vacate the Chair;" which having been done, and his Worship the Mayor, Robert Hutchinson, Esquire, having, on motion, taken the same, the Hon. Mr. Whelan proposed "That the thanks of this meeting be tendered to His Excellency for his able conduct in the chair," and in doing so, spoke as follows:—

Mr. Mayor, Ladies and Gentlemen—If the resolutions which have been already proposed have passed without a dissentient voice, I am satisfied that that which it becomes my agreeable duty to move will be received with unanimous acclamation, and which I will at once read for you:—

"Resolved, That the thanks of this meeting are due to His Excellency Sir Dominick Daly, for his able conduct in the Chair."

In this resolution there is but a feeble testimony of our obligations to our late worthy chairman for the interest he has



manifested in the cause of popular education, and it is a consolation to me to know that it requires no oratorical support, for its simple proposition would be sufficient to secure its hearty adoption. But, as every gentleman entrusted with a resolution on an occasion like this, may be fairly expected to make some observations in reference to the object of our present assemblage, I shall avail myself of the opportunity I possess to offer a few remarks, although I feel that no new thoughts or ideas can pass from my lips after the several interesting speeches we have heard to-night. Were I further to insist upon what has been done in Prince Edward Island to advance the cause of education, and to indulge in an eulogistic recapitulation of the services to that cause by some amongst us, whose merits on that score have already had their full share of laudation, I should only be performing a very superfluous task, such as "painting the lily" or "throwing a perfume on the violet." I am glad indeed to find that the prospects of school teachers are growing so bright, and their situations so desirable, as to be worthy of being coveted by one who formerly ranked high in the profession, but was induced to resign it for a government appointment. I refer to our friend the Deputy Registrar, who has just cast such a fond and lingering look back to the days when, within the bounds of the school-room, he was "monarch of all he surveyed;" but I sincerely trust he will be induced to restrain his enthusiasm, and continue his services in that important department to which he now belongs. In moving the present resolution, I am led to reflect upon the novel and interesting spectacle of a Lieutenant Governor's condescendingly uniting in action with a public meeting, and freely participating in the general feelings which the object of the meeting excites. I call the spectacle a novel one, for to me at least it is so, and I believe to the majority of persons here; for Sir Dominick Daly is the first Governor, within the period of my experience in the Colony, who has descended from his high station to mix freely and cordially with the people committed to his care in many of their rational and intellectual entertainments. To find our Governor as anxious to promote the object of this meeting, as if he had a direct individual interest in it, cannot fail to be most gratifying to those to whom its success will impart benefits which cannot be too highly valued. To the teachers in particular it must be highly gratifying, as showing the estimation in which their vocation, with reference to the diffusion of learning amongst all classes—amongst the poor as well as the rich—is now held by men in the highest stations. But much as we are gratified by His Excellency's presence here to-day, I am sure it must be a source of very great satisfaction to himself to have it in his power to countenance so worthy an object as the more general diffusion of the blessings of education, by presiding over a meeting called together for inaugurating a new era in our educational system, and for encouraging teachers in the steady pursuit of the arduous duties allotted to them. I need not remind this

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meeting of the very obvious fact, that it is only by means of a wide-spread education rulers can govern with pleasure to themselves and with satisfaction to the governed. As not the least important feature of education is to inculcate obedience to the laws, and by imbuing the youthful mind with sound principles in morals and religion, rear up the best ornaments to, and barriers for, the protection of society, it is obvious the first duty of a liberal minded and enlightened Governor to promote, as far as it may be in his power, the intellectual advancement of the people committed to his care. That His Excellency is ever ready to discharge this duty, we have the most convincing testimony, and it must be gratifying to him to know that his efforts in this direction can be so well seconded by the mass of the people themselves—for I do not believe there can be found in any part of Her Majesty's North American possessions a community that appreciates moral and intellectual training more highly than the inhabitants of this Island. This testimony I can bear from considerable personal observation, and without laying myself open to the charge of egotism, for I am not a native of the Island, which I might be tempted to regret, if I did not in some measure share with its sons the advantages they enjoy. Though Prince Edward Island happens to be the smallest and the poorest of the North American group of Colonies—regarding our poverty in a commercial sense—we are entitled to boast that we have taken the lead and set an example to all the others in the important matter of education. The enlightened policy which placed us in a position thus to boast, though originating with one section of politicians, will be hailed as the brightest inheritance of all who come after us, when the rancour and petty heats of party warfare will be forgotten, and the sons and daughters of Prince Edward Island, unable to take an interest in the conflicts of their predecessors, may exult on common ground over the boon bequeathed to them. For my own part, though, as I said before, not a native of the Colony, I will always consider, wherever my lot may be cast, that I have been highly privileged in being not only a member of the community, but a member of the Legislature which gave birth to our free system of education. Mr. Whelan made a few further remarks respecting the important impetus which has been given to education by the universal spread of the printer's art, which has completely revolutionized the whole republic of letters—bringing knowledge, hitherto inaccessible, and books unattainable by reason of their cost, within the reach of all, the rich as well as the poor,—so that it seemed to be an almost unpardonable sin, on the part of those who were brought up where public and private libraries abounded, to plead ignorance on subjects of general science, literature and art.

[The honourable gentleman then concluded by moving the resolution above quoted, which passed by acclamation.]

BENJAMIN DAVIES, Esquire, then rose to second the motion ; and, in doing so, said—

Mr. Mayor, Ladies and Gentlemen—I assure you it is with no ordinary feelings of gratification that I rise to second the resolution, congratulating His Excellency for his able conduct in the chair. In doing so, permit me to say, I feel certain the Lieutenant Governor must have experienced much pleasure in presiding over a meeting very properly convened for the purpose of celebrating the opening of this Normal School, which completes the system projected under the Free Education Act. I feel proud, Mr. Chairman, of living to see carried into execution the beneficent designs of this system of education, which extends its benefits to every man and child throughout the Colony. I remember well when the leader of the present Government (the Hon. Mr. Coles) first proposed his educational scheme to the Legislature ; and I remember also the cautious opinions of many gentlemen, both within and without the doors of the Assembly ; and that it was looked upon as a wild project, and the supporters of the measure termed a body of bold and reckless men, whose wild schemes would sooner or later involve the people in misery, and the Colony in ruin. By persons unacquainted with the resources of the country, and energy of the people, such opinions were received as orthodox ; and the sages who uttered them were not ashamed to support a measure which they stated would swamp the whole revenue. Unlike my friend Mr. Coles, I give such gentlemen no credit, because I believe they supported the measure with the expectation that it would overturn his government, and that the tax for its support, being a direct one, would rouse the people against the Liberals. It was no light measure, your Worship, for the Provincial Secretary to propose to his party such an undertaking ; and if we consider that the revenue of the Colony fluctuated between £17,000 and £25,000 a year, and that the Government had but lately come into power—had taken upon themselves the payment of the Civil List, and guaranteed the payment of the debt of the Colony, amounting to £27,000, entailed to them by the extravagance of their predecessors,—I say, Mr. Chairman, it will be apparent that it was no trifling scheme to make known, support and carry out ; and I for these reasons feel the prouder, for, as you well know, I had at that time the honour to hold a seat in the lower House, and the sense to support a measure called for by the wants of the country. I therefore congratulate ourselves and the country on the present happy aspect of affairs. The Education Act in full operation, being now completed by the opening of the Training School, under the guidance of two such competent men as Mr. Stark and Mr. Monk, the masters and tutors of the institution, learning and knowledge will advance at a rapid rate, and the voice of the croakers is silenced, because the

country is virtually out of the debt, and the laws every where respected. I have one further remark, Mr. Mayor, (now Chairman) to offer as to the popularity of the present system of education, which is, that I may mainly attribute that popularity to the banishment of sectarianism from the schools, and the strict prohibition of every thing approaching to sectarian teaching therein; and I have no doubt the governors of education will, as they have heretofore done, wisely adhere to this rule which they have established. With these remarks, Mr. Chairman, I conclude, and with much pleasure second the resolution of my honourable friend Mr. Whelan, namely, that the thanks of this meeting be tendered to His Excellency the Lieutenant Governor, for his able conduct in the chair.

[This speech met with much applause.]

His Worship the Mayor then submitted the resolution to the meeting, and the same having been unanimously adopted, he, in a few well chosen words, tendered it to His Excellency in the name of the meeting.

His Excellency having appropriately acknowledged the resolution, three hearty cheers and yet another, proposed by His Worship the Mayor, were severally given to Sir Dominick and his amiable lady, after which the company separated, evidently well pleased with the proceedings of the day.

## A P P E N D I X .

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### RULES AND REGULATIONS FOR THE GOVERNMENT OF THE NORMAL SCHOOL.

THE following Regulations, ordained by the Board of Education for the government of the Normal School, and approved by His Excellency the Lieut. Governor in Council, are ordered to be published for general information :—

1. The session for students shall be quarterly.
2. No person shall receive a license to teach, without a previous course of three months' training at the Normal School, and until after a satisfactory examination had before the Board.
3. Intending students, before enrolment, are required to produce a certificate of good moral character, agreeably to the requirements of the Free School Act of 1852, together with a satisfactory certificate that the applicant is not under sixteen years of age.
4. Intending students must be in attendance on the first day of each session, to undergo a preparatory examination.
5. In opening and closing the School, the form of prayer shall be used which is appointed for the District Schools, and published last in the Regulations for the Schools in the year 1855, and no other.
6. No books shall be used other than those already directed by the Board in the said sheet of Regulations, and in that printed expressly for the government of the Normal School, bearing date July 22, 1856, or such as may be ordered by the Board from time to time. A list of the books already ordered and now in use is in possession of the Secretary, and kept at the bookstore of Mr. Stamper.

The MODEL SCHOOL in connection with the above is now open ; the course of instruction will comprise a sound English education, combined with strict moral training. None under five years of age are admitted.

Fee 2s. 6d. per quarter, each, payable on entrance.

By order,

JOHN MacNEILL, Sec'y Bd. Education.

Oct 28/29.

